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Executive Office of Health and Human Services
Department of Public Health
Division of Health Professions Licensure
Board of Registration in Nursing
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Surveyor Report Prepared in Compliance with 244 CMR 6.06 (1) Site Survey of Nursing Education Programs

Program:

Date:

Surveyors:

Yes No

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A report by the program administrator addressing the regulations stipulated in 244 C.M.R. 6.00 was submitted six weeks prior to the Board's visit. Each of the Board's regulations stipulated in 244 C.M.R. 6.04 was quoted and addressed, in narrative form, in the sequence in which it appears in the regulations, and supplemental data which supports the narrative was included in an appendix.

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General information sheet included:

- controlling institution
- Chief Executive Officer (CEO)
- clinical facilities utilized by the program
- date of last Board of Registration in Nursing visit
- year established
- number of students currently enrolled
- cooperating institutions, including address and accreditation body
- chronology of request for Board approval since the last survey

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Materials reviewed:

- minutes of faculty and committee reports;
- class and clinical schedules for days of visit; course outlines including clinical evaluation tools and sample of exams;
- administrator and faculty licenses/vitae
- minutes of meetings (committees and agencies);
- student records (admission, enrolled, withdrawn, graduate, immunization);
- school catalog and/or program handbook;
- NCLEX results for last five years.

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Interviews conducted with chief executive officer, program administrator, faculty and students.

Met	Partially Met	Not Met	Regulations Reviewed
			(1) <u>Program Mission and Governance</u>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(a) A program shall have published mission, goals and/or philosophy which shall be consistent with those of its parent objectives institution, or with differences that are justified by the goals or objectives of the program. The program's mission, goals and/or philosophy and objectives shall be internally consistent.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Table comparing philosophies and objectives of parent institution and program • Table demonstrating consistency of curricular threads among course objectives and program objectives • Systematic evaluation plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(b) Program faculty, administrators, and students shall participate in the governance of the parent institution and the program, as appropriate, for the accomplishment of the goals of the parent institution and program.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Faculty job descriptions • Interviewed CEO and Administrator • By-laws or other governance document • Nursing Student Handbook • Organizational chart • Systematic evaluation plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(c) An administrator, qualified under 244 C.M.R 6.04 (2) (a), shall be appointed to administer the program on a full-time basis.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Interview with students, faculty, CEO • Organizational chart • Administrator resume/CV • Administrator job description • Systematic evaluation plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(d) Program faculty shall develop, implement and evaluate policies which are consistent with the policies of the parent institution, or with differences that are justified by the goals of the program.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <p>Faculty job descriptions By-laws or other governance document Minutes of meetings Systematic evaluation plan</p>

Met	Partially Met	Not Met	Regulations Reviewed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(e) Faculty shall develop and implement a written plan for the systematic evaluation of all components of the program. This evaluation shall include the measurement of the outcomes of the program. The results of the evaluation shall be used for the development, maintenance and revision of the program.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Systematic evaluation plan includes all program components, evaluation methodologies, responsible individual(s), time frames (month/year), outcomes (i.e. NCLEX performance, admission, enrollment and graduation rates, graduate satisfaction, employment rates and patterns) • Faculty job descriptions • By-laws or other governance document • Minutes of meetings
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(f) The Board shall be notified immediately in writing of a change in administrative personnel within the program, or a change in the Chief Executive Officer of the parent institution.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Board records • Administrator resume/CV
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(g) The program shall have a written policy for the maintenance and retirement of school, faculty, student and graduate records.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Written policy identifies school, faculty, student and graduate records to be maintained, time frame, process for retirement, records custodian • 2-each randomly selected student and graduate records
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(h) The program shall publish its current approval status in its official publication.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Official institution publication

(2) Faculty Qualifications

Met	Partially Met	Not Met	Regulations Reviewed
			(a) <u>Administrator</u> The administrator of a program shall:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. hold a current Massachusetts Registered Nurse license in good standing; <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Board licensee database
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. possess an earned masters degree in nursing or an earned entry level doctorate degree in nursing; <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Administrator resume/CV
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3. possess a minimum of five (5) years full-time nursing experience, or its equivalent, within the last eight (8) years, with at least three (3) years experience in nursing education; and <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Administrator resume/CV
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4. maintain expertise appropriate to administrative responsibilities. <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Administrator resume/CV • Interview with Administrator • Systematic evaluation plan
			(b) <u>Instructor</u> Faculty teaching either the theoretical or clinical component of a nursing course shall:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1. hold a current Massachusetts Registered Nurse license in good standing; <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Board licensee database
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2. possess an earned baccalaureate degree in nursing or an earned masters degree in nursing for appointment to the faculty of a Practical Nursing program; <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Instructors' resume/CV

Met	Partially Met	Not Met	Regulations Reviewed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>3. possess an earned masters degree in nursing, or possess an earned doctorate in nursing, for appointment to the faculty of a Registered Nursing program; <u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Instructors' resume/CV
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>4. possess a minimum of two (2) years full-time experience in nursing, or its equivalent, within the last five (5) years and evidence of clinical competence in the area of clinical instruction; and <u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Instructors' resume/CV
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>5. maintain expertise appropriate to teaching responsibilities. <u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Interviews with instructors • Systematic evaluation plan
(3) <u>Students</u>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(a) The program shall:</p> <p>1. require all candidates for admission to provide satisfactory evidence of secondary school graduation, or its equivalent, and compliance with the immunization requirements specified by the Massachusetts Department of Public Health; <u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Admission policy • 2 randomly selected records • Official institution publication (catalog, admission brochure) • Systematic evaluation plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>2. publish current policies which describe the specific nondiscriminatory criteria for admission, progression, attendance, course exemption, advanced placement, transfer, educational mobility, withdrawal, re-admission, graduation, and student rights and grievances; and <u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Official institution/program publication contains 11 required policies • Interviews with students and faculty • Systematic evaluation plan

Met	Partially Met	Not Met	Regulations Reviewed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>3. provide opportunities for students to regularly participate in the development and evaluation of the program.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Interview with students • Evaluation tools (student and graduate) • Nursing Student Handbook • Systematic evaluation plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(b) Program faculty shall evaluate student achievement of nursing competencies.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Evaluation tools (exams, clinical evaluation, etc) • Clinical affiliation agreements • Faculty job descriptions • Interviews with faculty and students • Systematic evaluation plan
<u>(4) Curriculum</u>			
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(a) Program faculty shall develop a nursing curriculum plan which shall provide a variety of learning experiences consistent with the program's mission, goals and/or philosophy, and outcomes. The sciences, arts, humanities and foundations of the profession, shall be an integral part of the nursing curriculum plan.</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Philosophy, program objectives, curriculum plan, course outlines • Interview with faculty and students • Systematic evaluation plan
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(b) The curriculum shall:</p> <p>1. extend over a period of time sufficient to provide essential, sequenced learning experiences which enable a student to develop nursing competence. For Practical Nursing programs, this period of time shall be a minimum of forty (40) academic weeks;</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Description of congruence between curriculum and current scope of practice • Description of how curriculum is validated as current, comprehensive, evidence-based, preparing graduates for safe, competent, entry-level practice • Interview with faculty and students • Systematic evaluation plan

Met	Partially Met	Not Met	Regulations Reviewed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>2. be based on an organized pattern of instruction consistent with principles of learning and educational practice; <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Interviews with faculty and students • Curriculum plan, course outlines • Table of course objectives demonstrating progression in student achievement • Systematic evaluation plan </p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>3. provide instruction in the discipline of nursing, appropriate to the Registered Nurse or Practical Nurse level, across the lifespan and include content relevant to national and local health care needs; <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Interviews with faculty and students • Description of congruence between curriculum and entry-level practice • Curriculum plan, course outlines • Comparative analysis of curriculum and NCLEX Detailed Test Plan • Systematic evaluation plan </p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>4. be designed in accordance with generally accepted academic standards and credit hours for Registered Nursing programs and include a minimum of a thousand and eighty (1080) hours of theory, laboratory and clinical practice for Practical Nursing programs. A minimum of nine hundred and forty five (945) hours shall be allocated to nursing courses in Practical Nursing programs, of which a minimum of five hundred and forty (540) hours shall be for clinical experiences; and <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Interviews with faculty and students • Curriculum plan, course outlines • Table of clock hour allocations (Practical Nurse) • Systematic evaluation plan </p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>5. identify the level of student achievement expected at defined points in the program. <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Interviews with faculty and students • Curriculum plan, course outlines • Test construction analysis • Systematic evaluation plan </p>

(5) Resources

Met	Partially Met	Not Met	Regulations Reviewed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>The allocation of resources shall be appropriate in meeting the goals and outcomes of the program by:</p> <p>(a) utilizing an adequate number of full-time and part-time faculty and support personnel; <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Interviews with CEO, administrator, faculty and students • Systematic evaluation plan </p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(b) determining the student-faculty ratio in clinical practice by the complexity of the educational experience, the student's level of knowledge and skill, and patient needs. The ratio shall not exceed ten students to one faculty member (10:1); <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Interviews with administrator, faculty and students • Review of clinical assignments • Systematic evaluation plan </p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(c) providing for current and comprehensive learning resources developed with faculty input. These resources shall be available and accessible to students and faculty; <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Interviews with administrator, faculty and students • Tour facilities (offices, library, classrooms, skills laboratory, etc) • Systematic evaluation plan </p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(d) maintaining appropriately designed and equipped physical facilities; <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Interviews with administrator, faculty and students • Tour facilities (offices, library, classrooms, skills laboratory, etc) • Systematic evaluation plan </p>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(e) managing fiscal resources to maintain the program's financial health; and <u>Sample documentary evidence reviewed to determine compliance</u> <ul style="list-style-type: none"> • Interviews with CEO, administrator, faculty and students • Tour facilities (offices, library, classrooms, skills laboratory, etc) • Systematic evaluation plan </p>

Met	Partially Met	Not Met	Regulations Reviewed
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<p>(f) developing written agreements with cooperating agencies utilized as clinical learning sites. Agreements shall be developed and reviewed annually by both program and agency personnel. Agreements shall be current and specific in defining parameters of activities and the responsibilities of the program, the student and the cooperating agency</p> <p><u>Sample documentary evidence reviewed to determine compliance</u></p> <ul style="list-style-type: none"> • Interviews with administrator, faculty and students • Clinical affiliation agreements • Minutes of meetings • Systematic evaluation plan

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